

Transition Services from School to Adult Life

 Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

Overview

- IDEA 2004 Definitions and Basic Concept
- Transition Philosophy
- Transition Planning
- Individualized Education Program
- Graduation

Dec. 2006  Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

2

Definition

From IDEA 04:

Sec. 300.43 Transition Services

- (a) *Transition services* means a coordinated set of activities for a child with a disability that—
 - (1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

3

Definition

Continued:

- (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
- (b) *Transition services* for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

4

The Transition Concept

Three major components:

1. Coach every student, along with his or her family, to think about goals for life after high school and to develop a long-range plan to reach those goals.
2. Design the high school experience to ensure that the student gains the skills and competencies needed to achieve his or her desired post-school goals.
3. Identify and link students and families to any needed post-school services, supports or programs before the student exits the school system.

(Storms, et. al. 2000)

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

5

Philosophy of Transition

The student's high school program should thoroughly prepare him or her for achieving his or her desired post-school goals.

The student's IEP should reflect the services and supports needed to assist the student to gain the skills, experiences and connections to make his or her post-school goals a reality.

adapted from (Storms, et. al. 2000)

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

6

Gathering Transition Information

- When:
 - Prior to the development of a Transition IEP;
 - Required for all students beginning with the IEP to be in effect when the child turns 16 and updated annually thereafter; or
 - Younger if determined appropriate by the IEP Team.

Gathering Transition Information

What:

- ✓ Student's desired post-school activities;
- ✓ Conduct age-appropriate transition assessment in the areas of:
 - Education
 - Employment
 - Training
 - Independent Living Skills (if appropriate)
- ✓ Student's Desired Post-School Goals.

Gathering Transition Information

- How:
 - Formal methods:
Standardized tests, structured interviews, interest inventories, etc.
 - Informal methods:
Observations, conversations with student and family, interest inventories, checklists, etc.

Gathering Transition Information

- Who:
 - Information MUST come from a variety of relevant sources. For example:
 - Student
 - Family
 - Teachers and other staff
 - Job Coaches
 - Employers
 - Agencies other than the school

The Transition IEP

Required Team Members

Student

Parents

Regular Education Teacher


Special Education Teacher

Administrator (or Designee)

Others (as appropriate)

(e.g., Voc Rehab, MonTech, Mental Health, Assisted Living)

Invitation/Meeting Notice

 Office of Public Instruction Linda McCulloch, Superintendent PO Box 202501 Helena, MT 59620-2501	Special Education Meeting Notice
Student's Name	Today's Date
Parent/Guardian Name	IEP Manager and Phone Number

Those invited to attend include: (check all that apply)

<input checked="" type="checkbox"/> Parent(s)/Guardian/Surrogate	<input type="checkbox"/> Speech/Language Pathologist
<input type="checkbox"/> Student**	<input type="checkbox"/> School Psychologist
<input checked="" type="checkbox"/> Administrator or Designee	<input type="checkbox"/> Part C Service Coordinator
<input checked="" type="checkbox"/> Regular Education Teacher(s)***	<input type="checkbox"/> Other Specialist (specify): _____
<input checked="" type="checkbox"/> Special Education Teacher(s)	<input type="checkbox"/> Outside Agencies (specify): _____

**The school district is required to invite the student if the IEP team will be considering postsecondary goals and transition services.

***The school district is not required to invite a regular education teacher for a CST and/or IEP meeting for 3- and 4-year-olds.

Before the IEP Meeting

- Conduct age-appropriate transition assessments in the areas of education, employment, training, and independent living skills (if appropriate).
- Assist students and parents to determine needs, preferences and interests related to life after high school.
- Encourage student and parents to actively prepare for and participate in the IEP meeting.
- Share assessment information that is available so that the student and parents have time to consider it before the meeting.
- If an agency indicates that it will not attend the meeting, gather information from the agency to include in the IEP considerations.

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

13

Transition Services

STUDENT'S DESIRED POST-SCHOOL ACTIVITIES:

(In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation)

The desired post-school goals or visions are based on the student's preferences, needs and interests. They are the goals, dreams, interests and aspirations held by the student and may not be the same as the desired goals or visions held by the educational professionals.

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

14

Age-Appropriate Transition Assessments

Formal and/or informal assessments that –

- provide information,
- indicate strategies,
- provide present levels of functional performance,
- suggest accommodations, and
- provide a basis for measurable postsecondary goals and measurable annual goals.

Results of Age-Appropriate Transition Assessments

RESULTS OF AGE-APPROPRIATE TRANSITION ASSESSMENTS:	(<input type="checkbox"/> Results Attached)
EDUCATION: _____ _____	
EMPLOYMENT: _____ _____	
TRAINING: _____ _____	
INDEPENDENT LIVING SKILLS (if appropriate): _____ _____	

Measurable Postsecondary Goals

MEASURABLE POSTSECONDARY GOALS
Measurable postsecondary goals are based on age-appropriate transition assessments related to training, education, employment, and, if appropriate, independent living skills. Clearly specify the desired level of achievement. Measurable Postsecondary Goal(s) – Education or Training:
Measurable Postsecondary Goal(s) – Employment:
Measurable Postsecondary Goal(s) – Independent Living Skills (if appropriate):

Goals must be written in the following areas:

- Education or Training
- Employment
- Independent Living Skills (if appropriate)

Postsecondary Goal Examples

- Education or Training
 - o John will attend a two year community college course and gain a certification in auto body repair.
 - o Within two years of graduation from high school, Jamie will have completed a basic course in culinary arts.
 - o Jack will participate in on-the-job training as a painter and decorator by the fall of 2009.

Postsecondary Goal Examples

- Employment
 - o After graduation from high school, Jackie will plan self-employment as a Web site designer through Voc. Rehab. Services.
 - o Pete will find employment as a carpenter.
 - o After graduation from high school, Jill will work for at least one year as a trainee veterinary technician in order to gain relevant employment experience.

Postsecondary Goal Examples

- Independent Living Skills (if applicable)
 - o Chris will have attained his driver's license by his 20th birthday.
 - o Within one year of graduating from high school, Steve will have accessed services from the Developmental Disabilities Program and maintained contact with his case worker.
 - o After graduation from high school, Kyle will live independently for at least one year in a college dorm or share an apartment with friends.

Transition Services Needed

Describe below a coordinated set of activities designed within a results-oriented process to:

- focus on improving the academic and functional achievement of the student;
- directly relate to the student's measurable postsecondary goals and the student's strengths, preferences and interests; and
- promote movement from school to post-school settings and activities.

Courses of Study

Courses of study needed to assist the student in reaching her or his goal(s):

Anticipated Graduation Date: _____		Credits earned to date: _____	
Total number of credits required for graduation: _____			
School Year	Credit	School Year	Credit
_____/____/____	____/____	_____/____/____	____/____
_____/____/____	____/____	_____/____/____	____/____
_____/____/____	____/____	_____/____/____	____/____
_____/____/____	____/____	_____/____/____	____/____
_____/____/____	____/____	_____/____/____	____/____
_____/____/____	____/____	_____/____/____	____/____
_____/____/____	____/____	_____/____/____	____/____
TOTAL ____/____		TOTAL ____/____	

The IEP team must provide courses of study and credit information for the student to ensure movement toward postsecondary goals.

Anticipated Graduation Date

Attendance policies differ between districts regarding 19+ attendance.

Students who began school later or had retentions or other circumstances, may age-out before they can graduate. This needs to be recognized enough years in advance to plan appropriately.

Seriously consider the graduation date, as it may become binding.

Transition Services Needed

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	ANNUAL GOAL # (If necessary)
-------------------------	---	------------------------------	---------------------------------

This column lists the areas for consideration in transition planning. They are:

- Instruction
- Employment
- Community Experiences
- Post-School Adult Living
- Related Services
- Daily Living (if appropriate)
- Functional Vocational Assessment

Transition Services Needed

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	ANNUAL GOAL # (If necessary)
----------------------------	---	------------------------------------	---------------------------------

This area of the form is used to record the plan for a coordinated set of activities that will be used to address the student's transition service needs in each of the seven areas.

Statement of Needed Transition Services

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	ANNUAL GOAL # (If necessary)
----------------------------	---	------------------------------------	---------------------------------

This area is used to identify who is responsible for providing or coordinating the activities.

Transition Services Needed

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (Include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	ANNUAL GOAL # (If necessary)
-------------------------	---	------------------------------	---------------------------------

This box is used to identify, by number, the IEP goals that are related to the activity.

Not every activity will have an associated goal.

An IEP goal may be used to address more than one activity.

In general, goals in the IEP should be related to the plan of activities and to postsecondary goals.

Transition Services Needed

Instruction Examples:

Activities:

- Learn about the Americans with Disabilities Act (ADA)
- Describe his/her disability and self-advocate
- Use various communication modes (email, voicemail, etc.)
- Understand personal safety (stranger danger, sexually transmitted diseases, etc.)
- If appropriate, take a General Education Development (GED) pre-test

Person or Agency responsible:

Student, Special education teacher, School counselor, Parent

Transition Services Needed

Employment Examples:

Activities:

- Participate in job shadowing opportunities
- Write a Plan for Achieving Self-Support (PASS)
- Determine eligibility for Montana Vocational Rehabilitation Services
- By the end of 11th grade prepare a resume or portfolio for job interviews

Person or Agency Responsible:

Special Education Teacher/Vocational Specialist, School Counselor, Student, Vocational Rehabilitation Staff

Timeline for Achievement:

- By end of Junior Year

Transition Services Needed

Community Experiences Examples:

Activities:

- Secure a driver's license
- Participate and/or volunteer in community and civic organizations
- Register to vote

Person or Agency Responsible:

Student, Parent, Counselor

Timeline for Achievement:

- Take driver's license exam by 17th birthday
- During Junior Year

Transition Services Needed

Post-School Adult Living Examples:

Activities:

- Apply for Supplemental Security Income (SSI) from the Social Security Administration
- Learn to use a daily planner
- Use the newspaper to locate an apartment or vehicles for sale
- Establish and follow a budget
- Make medical appointments independently

Person or Agency Responsible:

Classroom teacher, Parent, Student, Careers Teacher

Timeline for Achievement:

- By the end of the 06-07 school year

Transition Services Needed

Related Services Examples:

Activities:

- Interview and select adult-related service providers
- Explore and practice using transportation options
- Complete an assistive technology evaluation

Person or Agency Responsible:

Orientation and Mobility specialist, Occupational Therapist
Developmental Disabilities agency

Timeline for Achievement:

- Before 18th birthday

Transition Services Needed

Daily Living (if appropriate) Examples:

Activities:

- Take cooking classes and practice cooking skills
- Learn how to do laundry independently
- Appropriate social skills in various settings and with adults, children, and members of the opposite sex

Person or Agency Responsible:

Para-professional, student, Classroom teacher

Timeline for Achievement:

- Whatever is appropriate for the student

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

33

Transition Services Needed

Functional Vocational Assessment

Examples:

Activities:

- Job skills and demands evaluation
- Gather information from a designated situational vocational assessment site in the community
- Assess durational attention or fine motor skills

Person or Agency Responsible:

Special education teacher, Occupational Therapist,
Local sheltered workshop staff, Speech Therapist

Dec. 2006 **OPI** Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov

34

Agency Involvement

What if an agency fails...

Sec. 300.324 (c) Failure to meet transition objectives –

- (1) *Participating agency failure.* If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with Sec. 300.320(b), the public agency shall reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- (2) *Construction.* Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Transfer of Rights

TRANSFER OF RIGHTS AT AGE OF MAJORITY

The student has been informed of his or her rights under IDEA that will transfer to the student on reaching the age of majority. The student must be informed at least one year before the student reaches age 18.

Date student was first informed of the transfer of rights: _____

Date student reaches the age of majority: _____



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

**Transfer of Parental Rights –
Student Notice**



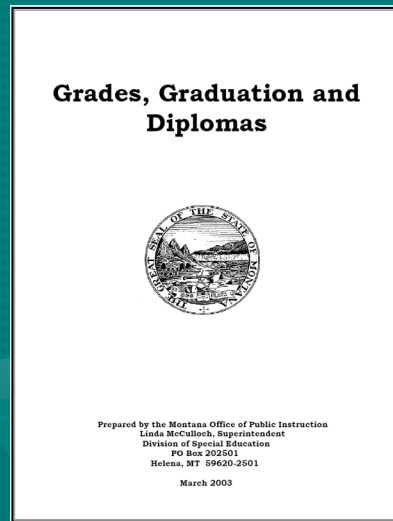
Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

**Transfer of Parental Rights –
Parent Notice**

Statement of Needed Transition Services

SUPPLEMENTARY AIDS AND SERVICES	
Regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/modifications are needed.	Specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. <input type="checkbox"/> None Needed

Graduation



School district responsibilities prior to graduation from high school

Graduation from high school with a regular diploma constitutes a change in placement, requiring written prior notice.

Grades, Graduation and Diplomas Guide, pg 6

Graduation

HIGH SCHOOL GRADUATION

(check one box)

- ☐ The IEP team determined that the student will meet the district's graduation requirements, or will substantially complete the measurable annual goals and will not need new measurable annual goals. The IEP team will not develop a new Individualized Education Program and the student is expected to graduate with a regular diploma at the end of the current school year.
- ☐ The IEP team determined that the student will not meet the district's graduation requirements, or will not substantially complete the measurable annual goals, and will need new measurable annual goals for the coming school year. The student is not expected to graduate with a regular diploma at the end of the current school year and the IEP team must develop a new Individualized Education Program for the next school year.

Graduation

Before a student receives a diploma, the IEP team must meet to review the student's IEP to assure:

- the school district's graduation requirements will be met, or
- the student's measurable annual goals will be substantially completed, and
- new measurable annual goals are not needed for the coming school year.

A Child Study Team meeting is NOT required prior to graduation from high school.

Grades, Graduation and Diplomas Guide, pg 5

Summary of Performance



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

Summary of Performance

- Prior to a student leaving school due to graduation or exceeding the age eligibility of the district, the district must provide a Summary of Performance which must contain:
 - A summary of the student's academic achievement and functional performance; and
 - Recommendations for meeting postsecondary goals.

Diplomas

A student who has successfully completed the goals identified on an IEP shall be awarded a regular diploma and attend the same graduation ceremony consistent with school district policy.

Grades, Graduation and Diplomas Guide, pg 6

Contacts

For more information regarding Transition Planning you can call the OPI Special Education Division at:

406-444-5661

You can also find additional information on our Web site at:

<http://www.opi.mt.gov/SpecEd/>

References

Storms, J., O'Leary, E., & Williams, J. (2000).
Transition requirements: A guide for states,
districts, schools, universities and families.
Minnesota: National Transition Network,
Institute on Community Integration (UAP),
University of Minnesota.

State of Montana. Office of Public Instruction.
Grades, Graduation, and Diplomas. 2003